NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are ***not*** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: UNION CITY	School: Veterans' Memorial School
Chief School Administrator: MRS. SILVIA ABBATO	Address: 1401 Central Ave.
Chief School Administrator's E-mail: sabbato@union-city.k12.nj.us	Grade Levels: PreK-5
Title I Contact: Ms. Milena Aquino	Principal: Mrs. Catalina Tamargo
Title I Contact E-mail: maquino@union-city.k12.nj.us	Principal's E-mail: ctamargo@union-city.k12.nj.us
Title I Contact Phone Number: 201 348 2737	Principal's Phone Number: 201 348 2737

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems.   I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA§1114*

Critical Overview Elements

- The School held _____5_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ __5,072,393_____ , which comprised _____96_____ % of the school's budget in 2014-2015.

- State/local funds to support the school will be $ 5,053,282_____ , which will comprise ____96____ % of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
ELA Supplies	1-3	yes	610	10,000
Math Supplies	1-3	yes	610	10,000

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.
Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.
Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Principal	Yes	Yes	Yes	Yes	Yes
Vice Principal	Yes	Yes	Yes	Yes	Yes
Supervisor/At Risk Leader	Yes	Yes	Yes	Yes	Yes
Coach	Yes	Yes	Yes	Yes	Yes
Support Teacher	Yes	Yes	Yes	Yes	Yes
Special Education	Yes	Yes	Yes	Yes	Yes
Parent Liaison	Yes	Yes	Yes	Yes	Yes
PTO	Yes	Yes	Yes	Yes	Yes
Primary Teacher	Yes	Yes	Yes	Yes	Yes
Elementary Teacher	Yes	Yes	Yes	Yes	Yes
Paraprofessional	Yes	Yes	Yes	Yes	Yes

Elementary School	Yes	Yes	Yes	Yes
Mr. Webster	Yes	Yes	Yes	Yes

*Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
10/16/2014	Veterans Memorial Media Center	Comprehensive Needs Assessment	**Yes**	**No**	**Yes**	**No**
11/10/2014	Veterans Memorial Media Center	Comprehensive Needs Assessment	**Yes**		**Yes**	
1/22/2015	Veterans Memorial Media Center	Schoolwide Plan Development	**Yes**		**Yes**	
03/18/2015	Veterans Memorial Media Center	Program Evaluation	**Yes**		**Yes**	
5/21/2015	Veterans Memorial Media Center	School wide Plan Development	**Yes**		**Yes**	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	*The Vision of Veterans' Memorial School is for each student to reach his or her own potential through creating a school, with spirit that fosters an atmosphere of community and collaboration, rituals and routines, respect and acceptance, joy and challenge, academia and scholarship, artistry and creativity, excellence and success.*

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? **Yes the program was implemented as planned.**

2. What were the strengths of the implementation process? **THE SLC (SCIP) worked collaboratively with the administrators, teachers and various support service consultant from Mr. Webster and Jane Rau from PD 360.**

3. What implementation challenges and barriers did the school encounter? **With lessened support structure in the classrooms, there are many barriers and challenges that arise during the implementation process. Some of these challenges include large class sizes and high student/teacher ratio, chronic student lateness, new entrants, insufficient support, and substitute teachers in classrooms**.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? **The apparent strength that Veterans' Memorial School had was the awareness of the school's vision and goals. The teachers are all engaged and parents are always welcome and involved. Some of the weaknesses in our building are teacher absences in large class sizes in kindergarten through second grade.**

4. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? **Each member was required to attend School Leadership Council Meetings monthly where input was given on the needs of the school and the implementation of the program.**

5. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? **The staff is informed of programs and implantation during grade level meetings, faculty meetings, and daily messages. They are supportive of our goals and strategies.**

6. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? **Families are made aware of goals and expectations at Back to School Night through the monthly breakfasts and calendars, NTI messages and district newsletters. Parents are open to our programs and support. Dora testing and PARRC assessments are some of the tools used to measure student performance.**

7. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? **We implemented target tutoring to work with students on a one to one basis. Our extended day program was structured to work with small groups of students focusing on specific needs in Math and Language Arts.**

8. How did the school structure the interventions**? Intervention was structured on a small group basis according to data collected from NJ ASK , District assessment results as well as data from DORA testing. Students participating in the SES**

program also received a baseline assessment at the beginning of the program as well as another assessment halfway

through the program.

9. How frequently did students receive instructional interventions? **Interventions occurred on a daily basis with various**

   teachers depending on the greatest need. Students were frequently assessed and regrouped based on need.

10. What technologies did the school use to support the program? **To ensure continuous improvement of students in the**

    school wide program, we have implemented various forms of technology throughout the school. As a result of each

    teacher receiving a personal laptop, additional media carts were distributed throughout various grade levels. In addition

    to that, Smart boards were also placed in targeted grades as well as through out the school so even special subject

    teachers can use them.

11. Did the technology contribute to the success of the program and, if so, how? **Results have not been received from NJ PARCC**

    2015 results, once received we will have final analysis on the success of the program.

Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	56	Awaiting results from the School Performance Report	Target Tutoring & Extended Day Program	PARCC Scores have not ben received yet
Grade 5	48	Awaiting results from the School Performance Report	Target Tutoring & Extended Day Program	PARCC Scores have not ben received yet
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A

Mathematics	2013-	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in

	2014			proficiency (Be specific for each intervention).
Grade 4	55	Awaiting results from the School Performance Report	Target Tutoring & Extended Day Program	PARCC Scores have not ben received yet
Grade 5	56	Awaiting results from the School Performance Report	Target Tutoring & Extended Day Program	PARCC Scores have not ben received yet
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten			In Class Support, MASTER TEACHERS	
Kindergarten	15		Kindergarten Guidelines, In Class support, Dibels Testing & Master Teachers	Improvement was shown throughout grade level. However, the high student-teacher ratio, hindered student proficiency.
Grade 1			In Class Support, Dora & Dibels Testing	Improvement was shown throughout grade level. However, the high student-teacher ratio, hindered student proficiency.

Grade 2			In Class Support , Dora & Dibels Testing	Improvement was shown throughout grade level. However, the high student-teacher ratio, hindered student proficiency.
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten			In Class Support, MASTER TEACHERS	
Kindergarten			Kindergarten Guidelines, In Class support, Dibels Testing & Master Teachers	Improvement was shown throughout grade level. However, the high student-teacher ratio, hindered student proficiency.
Grade 1			In Class Support, Dora & Dibels Testing	Improvement was shown throughout grade level. However, the high student-teacher ratio, hindered student proficiency.
Grade 2			In Class Support, Dora & Dibels Testing	Improvement was shown throughout grade level. However, the high student-teacher ratio, hindered student proficiency.
Grade 9			N/A	.
Grade 10			N/A	

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)		
ELA	Students with Disabilities	Academic Achievement/LAL DORA/PD 360 Study Island/Differentiated Instruction/Schedule 90 min blocks of time/ Guided Reading/Reading Streets Literacy Extended Day Laptops NJ Pac	YES	LAL Report Card ELAS/Kdg. Wida Access District Benchmarks NJ NJ PARCC Grades 3-5	**Subgroups** / ELA % Passing / Math % Passing Total Population: 57% / 83% Hispanic: 55% / 83% Ec. Disadvantaged: 56% / 82% Special Education: - / - LEP: - / - Awaiting 2015 PARCC Results		
Math	Students with Disabilities	Academic Achievement Mathematics	YES	Mathematics Report Card District Benchmarks NJ ASK/ Gr.3-5	**Subgroups** / ELA % Passing / Math % Passing Total Population: 57% / 83% Hispanic: 55% / 83% Ec. Disadvantaged: 56% / 82% Special Education: - / - LEP: - / - Awaiting 2015 PARCC Results		
ELA	Homeless	N/A	N/A	N/A	N/A		

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)		
Math	Homeless	N/A	N/A	N/A	N/A		
ELA	Migrant	N/A	N/A	N/A	N/A		
Math	Migrant	N/A	N/A	N/A	N/A		
ELA	ELLs	Academic Achievement/LAL DORA/PD 360 Study Island/Differentiated Instruction/Schedule 90 min blocks of time/ Guided Reading/Reading Streets Literacy Extended Day Laptops NJ Pac	yes	LAL Report Card ELAS/Kdg. Wida Access District Benchmarks NJ NJ PARCC Grades	Subgroups / ELA % Passing / Math % Passing Total Population: 57% / 83% Hispanic: 55% / 83% Ec. Disadvantaged: 56% / 82% Special Education: - / - LEP: - / - Awaiting 2015 PARCC Results		
Math	ELLs	Academic Achievement Mathematics	YES	Mathematics Report Card District Benchmarks NJ ASK/ Gr.3-5	Subgroups / ELA % Passing / Math % Passing Total Population: 57% / 83% Hispanic: 55% / 83% Ec. Disadvantaged: 56% / 82% Special Education: - / - LEP: - / - Awaiting 2015 PARCC Results		

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)		
ELA	Economically Disadvantaged	Academic Achievement/LAL DORA/PD 360 Study Island/Differentiated Instruction/Schedule 90 min blocks of time/ Guided Reading/Reading Streets Literacy Extended Day Laptops NJ Pac	YES	LAL Report Card ELAS/Kdg. Wida Access District Benchmarks NJ NJ PARCC Grades	**Subgroups / Totals**		
					Subgroups	ELA % Passing	Math % Passing
					Total Population	57%	83%
					Hispanic	55%	83%
					Ec. Disadvantaged	56%	82%
					Special Education	-	-
					LEP	-	-
					Awaiting 2015 PARCC Results		
Math	Economically Disadvantaged	Academic Achievement Mathematics	YES	Mathematics Report Card District Benchmarks NJ ASK/ Gr.3-5	Subgroups	ELA % Passing	Math % Passing
					Total Population	57%	83%
					Hispanic	55%	83%
					Ec. Disadvantaged	56%	82%
					Special Education	-	-
					LEP	-	-
					Awaiting 2015 PARCC Results		

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)		
ELA	Students with Disabilities	Extended Day & Target Tutoring	YES	Benchmarks/Assessment	Subgroups	ELA % Passing	Math % Passing
					Total Population	57%	83%
					Hispanic	55%	83%
					Ec. Disadvantaged	56%	82%
					Special Education	-	-
					LEP	-	-
					Awaiting 2015 PARCC Results		
Math	Students with Disabilities	Extended Day & Target Tutoring	YES	Benchmarks/Assessment	Subgroups	ELA % Passing	Math % Passing
					Total Population	57%	83%
					Hispanic	55%	83%
					Ec. Disadvantaged	56%	82%
					Special Education	-	-
					LEP	-	-
					Awaiting 2015 PARCC Results		
ELA	Homeless	N/A					
Math	Homeless	N/A					
ELA	Migrant	N/A					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)		
Math	Migrant	N/A					
ELA	ELLs	Extended Day & Target Tutoring	YES	Benchmarks/Assessment	Subgroups	ELA % Passing	Math % Passing
					Total Population	57%	83%
					Hispanic	55%	83%
					Ec. Disadvantaged	56%	82%
					Special Education	-	-
					LEP	-	-
					Awaiting 2015 PARCC Results		
Math	ELLs	Extended Day & Target Tutoring	YES	Benchmarks/Assessment	Subgroups	ELA % Passing	Math % Passing
					Total Population	57%	83%
					Hispanic	55%	83%
					Ec. Disadvantaged	56%	82%
					Special Education	-	-
					LEP	-	-
					Awaiting 2015 PARCC Results		
ELA	Economically Disadvantaged	Extended Day & Target Tutoring	YES	Benchmarks/Assessment	Subgroups	ELA % Passing	Math % Passing
					Total Population	57%	83%
					Hispanic	55%	83%
					Ec. Disadvantaged	56%	82%
					Special Education	-	-
					LEP	-	-

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)		
					Awaiting 2015 PARCC Results		
Math	Economically Disadvantaged	Extended Day & Target Tutoring	YES	Benchmarks/Assessment	Subgroups	ELA % Passing	Math % Passing
					Total Population	57%	83%
					Hispanic	55%	83%
					Ec. Disadvantaged	56%	82%
					Special Education	-	-
					LEP	-	-
					Awaiting 2015 PARCC Results		

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Collaborative Planning PD360 One Session District Wide Workshops Administrative Articulation Meetings DORA Mr. Webster Presentations Jane Rau Consultant 1-2 grades	YES	LAL/Mathematics Report Card Data District Benchmarks DORA Study Island NJ ASK Grades3-5 Teacher Evaluations and classroom observations performed by administrators and supervisors	Increased number of PD opportunities and number of teachers trained and /or attended district/ Hudson County Consortium Evidence of strategies being implemented in the classroom walk-through, review of teacher plan books, and classroom evaluations and observations. 50% Score increase in the Dora was achieved at the end of the year between grades 1-5 improvement was shown.
Math	Students with Disabilities	Collaborative Planning PD360 One Session District Wide Workshops Administrative Articulation Meetings Presentations Jane Rau Consultant 1-2 grades	YES	LAL/Mathematics Report Card Data District Benchmarks Study Island NJ ASK Grades3-5 Teacher Evaluations and classroom observations performed by administrators and supervisors	Increased number of PD opportunities and number of teachers trained and /or attended district/ Hudson County Consortium Evidence of strategies being implemented in the classroom walk-through, review of teacher plan books, and classroom evaluations and observations.
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Collaborative Planning PD360 One Session District Wide Workshops Administrative Articulation Meetings DORA Mr. Webster Presentations Jane Rau Consultant 1-2 grades		LAL/Mathematics Report Card Data District Benchmarks DORA Study Island NJ ASK Grades3-5 Teacher Evaluations and classroom observations performed by administrators and supervisors	Increased number of PD opportunities and number of teachers trained and /or attended district/ Hudson County Consortium Evidence of strategies being implemented in the classroom walk-through, review of teacher plan books, and classroom evaluations and observations. Dora scores increased for students in grades 1-5 50% or higher throughout school population.
Math	ELLs	Collaborative Planning PD360 One Session District Wide Workshops Administrative Articulation Meetings Presentations Jane Rau Consultant 1-2 grades		LAL/Mathematics Report Card Data District Benchmarks Study Island NJ ASK Grades3-5 Teacher Evaluations and classroom observations performed by administrators and supervisors	Increased number of PD opportunities and number of teachers trained and /or attended district/ Hudson County Consortium Evidence of strategies being implemented in the classroom walk-through, review of teacher plan books, and classroom evaluations and observations.
ELA	Economically Disadvantaged	Collaborative Planning PD360 One Session District Wide Workshops Administrative		LAL/Mathematics Report Card Data District Benchmarks DORA	Increased number of PD opportunities and number of teachers trained and /or attended district/ Hudson County Consortium Evidence of strategies being implemented in the classroom walk-through, review of

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Articulation Meetings DORA Mr. Webster Presentations Jane Rau Consultant 1-2 grades		Study Island NJ ASK Grades3-5 Teacher Evaluations and classroom observations performed by administrators and supervisors	teacher plan books, and classroom evaluations and observations. 50% Score increase in the Dora was achieved at the end of the year between grades 1-5 improvement was shown.
Math	Economically Disadvantaged	Collaborative Planning PD360 One Session District Wide Workshops Administrative Articulation Meetings Presentations Jane Rau Consultant 1-2 grades		LAL/Mathematics Report Card Data District Benchmarks Study Island NJ ASK Grades3-5 Teacher Evaluations and classroom observations performed by administrators and supervisors	Increased number of PD opportunities and number of teachers trained and /or attended district/ Hudson County Consortium Evidence of strategies being implemented in the classroom walk-through, review of teacher plan books, and classroom evaluations and observations.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Parent /Guardian Volunteers Parent Surveys Parent /Guardian Breakfast/Workshops Field Trips	yes	Sin In Sheets Surveys	Parent /Guardian will attend at least 75 % of the NCLB/SLC Committee Enrichment activities are planned, field trips to museums, science centers, aquariums, farms, zoos and festive celebrations inviting all school parents
Math	Students with Disabilities	Parent /Guardian Volunteers Parent Surveys Parent /Guardian Breakfast/Workshops	yes	Sin In Sheets Surveys	Parent /Guardian will attend at least 75 % of the NCLB/SLC Committee Enrichment activities are planned, field trips to museums, science centers, aquariums, farms, zoos and festive celebrations inviting all school parents
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Parent /Guardian Volunteers Parent Surveys Parent /Guardian Breakfast/Workshops	yes	Sin In Sheets Surveys	Parent /Guardian will attend at least 75 % of the NCLB/SLC Committee Enrichment activities are planned, field trips to museums, science centers, aquariums, farms, zoos and festive celebrations inviting all school parents

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Math	ELLs	Parent /Guardian Volunteers Parent Surveys Parent /Guardian Breakfast/Workshops		Sin In Sheets Surveys	Parent /Guardian will attend at least 75 % of the NCLB/SLC Committee Enrichment activities are planned, field trips to museums, science centers, aquariums, farms, zoos and festive celebrations inviting all school parents
ELA	Economically Disadvantaged	Parent /Guardian Volunteers Parent Surveys Parent /Guardian Breakfast/Workshops		Sin In Sheets Surveys	Parent /Guardian will attend at least 75 % of the NCLB/SLC Committee Enrichment activities are planned, field trips to museums, science centers, aquariums, farms, zoos and festive celebrations inviting all school parents
Math	Economically Disadvantaged	Parent /Guardian Volunteers Parent Surveys Parent /Guardian Breakfast/Workshops		Sin In Sheets Surveys	Parent /Guardian will attend at least 75 % of the NCLB/SLC Committee Enrichment activities are planned, field trips to museums, science centers, aquariums, farms, zoos and festive celebrations inviting all school parents

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☑I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1)."

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Dora;NJ PARCC:Wida Access:District Benchmarks	50% Score increase in the Dora was achieved at the end of the year between grades 1-5 improvement was shown.
Academic Achievement - Writing	Dora;NJ PARCC:Wida Access:District Benchmarks	50% Score increase in the Dora was achieved at the end of the year between grades 1-5 improvement was shown.
Academic Achievement - Mathematics	NJ PARCC:Wida Access:District Benchmarks	83% passing within total population
Family and Community Engagement	Back to School Nights/Parent's Night/PTO Monthly Parent Meetings Parent workshop	75% Parent Improvement in attendance for 9 parent breakfasts and Workshops
Professional Development	Learning 360/PD360; School Level & District Level professional development workshops	100 % Teacher & Faculty Cooperation
Leadership	Collabortive/Professional; Grade Level Meetings; Faculty & Student Attendance; Parental Involvement	100 % Teacher & Faculty Cooperation
School Climate and Culture	Collaborative/Professional; Grade Level Meetings; Faculty & Student Attendance; Parental Involvement	100 % Teacher & Faculty Cooperation

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
School-Based Youth Services	N/A	
Students with Disabilities	Dora;NJ PARCC:Wida Access:District Benchmarks	83% passing in math and 75% passing in ELA
Homeless Students	N/A	
Migrant Students	N/A	
English Language Learners	Dora;NJ PARCC:Wida Access:District Benchmarks	83% passing in math and 75% passing in ELA
Economically Disadvantaged	Dora;NJ PARCC:Wida Access:District Benchmarks	83% passing in math and 75% passing in ELA

2015-2016 Comprehensive Needs Assessment Process*

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? **Veterans' Memorial needs assessment was compiled from data gathered from a variety of groups of stakeholders such as district and school level administrators, teachers, paraprofessional, parents, and community members. Demographic and performance data was reviewed to identify the needs for 2014-2015. School year. Performance data was collected and analyzed from the New Jersey Assessment of Student Knowledge NJ PARCC to determine if " adequate yearly progress" was met for the total population and each respective subgroup. Report card grades, attendance rates, surveys, bilingual data, NJ PARCC, retention data, and promotion trends were also reviewed to complete the school's needs assessment.**

2. What process did the school use to collect and compile data for student subgroups? **The needs assessment data was organized and gathered by groups of stakeholders that included district and school level administrators, teachers, parents, students, and community members. District level administrators from the Office of Curriculum and Assessment also assisted in the collection and organization of school level reports and data released by the New Jersey Department of Education (NJDOE). The district level administrators that were involved in the assessment process were Silvia Abbato, Superintendent of Union City Schools, Lois Corrigan Assistant Superintendent of Professional Development, Lucy Soovajian, and Supervisor of Academic Programs. The principal, assistant principal, supervisor/bilingual at risk leader, and literacy and math coaches were involved in the assessment process. The School Improvement Panel/No Child Left behind (NCLB) Committee, compromised of administrators, teachers, parent liaison, educational support personnel, and parents also participated in the assessment process.**

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? **The school district received data reports from the NJDOE and nationally recognized and accredited educational testing companies.   These institutions use statistically sound data collection methods. If there is any further manipulation or collection data is conducted by the Union City Board of Education.**

4. What did the data analysis reveal regarding classroom instruction? **The data analysis conducted in 2014 indicated that there was a weakness on the content area of reading instruction during literacy block and reading instruction in the content area of mathematics in Grade 1. Professional development activities focused on mathematics block and mathematics instructions in the content areas.**

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? **A data analysis of NJ ASK 2014/2015 PARCC was conducted and revealed that professional development workshops and activities proved beneficial and were planned to address the weakness in the content area of reading and writing..**

6. How does the school identify educationally at-risk students in a timely manner? **During the summer of 2015 the administrative team with assistance of the LEA identifies at risk students. Report card data, teacher observations, PARCC , and ACCESS data as well as referrals to the Support Services Task Force are reviewed to identify " at risk" students. These students will receive targeted assistance during the school day and during the extended day educational remedial programs.**

7. How does the school provide effective interventions to educationally at-risk students? **Educationally at -risk students receive assistance through targeted tutoring, (Tier Two and Tier Three Instruction), deployment of support teachers At Risk Leader into the classroom, and the extended day program. Teachers also differentiate instruction to target abilities in the classroom.**

8. How does the school address the needs of migrant students? **Veterans' Memorial School does not have migrant students.**

9. How does the school address the needs of homeless students? **N/A**

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? **Teachers were involved in decisions regarding the use of academic assessment to provide information on and improvement of the instructional program during collaborative planning periods. They reviewed data collected from standardized assessment reports, district mandated eight –week assessments, DORA reports, and benchmark assessment. Instructional decisions were presented based on teacher suggestions and recommendations.**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? **A seamless transition exists between preschool and kindergarten because of the articulation between the underlying philosophy and interrelated principles of Early Childhood Education in the school district's preschool and kindergarten curriculums.**

12. How did the school select the priority problems and root causes for the 2015-2016-schoolwide plan? **Priority problems were selected based on a forensic analysis of all elements of the needs assessment.**

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Student Academic Needs	Student Academic Needs
Describe the priority problem using at least two data sources	Closing the achievement gap	Closing the achievement gap in Language Arts Literacy
Describe the root causes of the problem	Students in Academic in Language Arts Literacy & Reading. The staff needs support in meeting of all students including subgroups through differeated instruction.	Staff needs support in meeting the needs of all students including subgroups through differentiating instruction
Subgroups or populations addressed	All Student Students with disabilities Economically disadvantaged LEP	All Student Students with disabilities Economically disadvantaged
Related content area missed (i.e., ELA, Mathematics)	Language Arts Literacy	Language Arts Literacy
Name of scientifically research based intervention to address priority problems	Professional development for staff will include intensive training focusing on PBLS in higher order of thinking skills, based learning inquiry and differentiated instruction.	All students including ELL and Special Education will continue to receive scientifically based instruction as prescribed in new Humanities and Mathematics curricula that reflects the CCSS. Professional Development for staff will include intensive training focusing on PBLS, higher order of thinking skills; inquiry based learning and differentiated.
How does the intervention align with the Common Core State Standards?	To rigor and utilize the common core to promote optimum student achievement.	Results of NJ PARCC, ACCESS, DORA and APA STUDENT

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Student Academic Needs	
Describe the priority problem using at least two data sources	Student Academic Problems in Mathematics	
Describe the root causes of the problem	Staff needs support in meeting the needs of all students including subgroups through differentiating instruction.	
Subgroups or populations addressed	All Student Students with disabilities Economically disadvantaged LEP	
Related content area missed (i.e., ELA, Mathematics)	Language Arts Literacy and Mathematics	
Name of scientifically research based intervention to address priority problems	All students including ELL and Special Education will continue to receive scientifically based instruction as prescribed in new mathematics curricula that reflects the CCSS. Professional Development for staff will include intensive training focusing on PBLS, higher order of thinking skills; inquiry based learning and differentiated instruction.	
How does the intervention align with the Common Core State Standards?	To build rigor and utilize the common core to promote optimum student achievement.	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
***ESEA §1114(b)(I)(B)* strengthen the core academic program in the school;**
ELA	Students with Disabilities	Reading Groups/Guided Reading Differentiation of Instruction	Principal/Asst. Principal/Supervisor At Risk Leader	NJ PARCC & ACCESS Results	IES Institute of Education Services http://ies.edgo/ncee/wwcStandard http://www.parcconline.org/accessibility-accommodations-and-fairness
Math	Students with Disabilities	Common Core Study Island	Principal/Asst. Principal/Supervisor At Risk Leader	NJ PARCC & ACCESS Results	IES Institute of Education Services http://ies.edgov/ncee/wwc http://www.parcconline.org/accessibility-accommodations-and-fairness
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Wida Benchmarks	Principal/Asst. Principal/Supervisor At Risk Leader	NJ PARCC & ACCESS Results	IES Institute of Education Services http://ies.edgov/ncee/wwc http://www.state.nj.us/education/bilingual/policy/PARCCELLsFAQ.htm
Math	ELLs	Common Core Study Island	Principal/Asst. Principal/Supervisor At Risk Leader	NJ PARCC & ACCESS Results	IES Institute of Education Services http://ies.edgov/ncee/wwc http://www.state.nj.us/education/bilingual/policy/PARCCELLsFAQ.htm

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Reading Groups/Guided Reading Differentiation of Instruction	Principal/Asst. Principal/Supervisor At Risk Leader Coaches	NJ PARCC & ACCESS Results	http://www.state.nj.us/education/bilingual/policy/PARCCELLsFAQ.htm IES Institute of Education Services http://ies.edgov/ncee/wwc
Math	Economically Disadvantaged	Common Core Study Island	Principal/Asst. Principal/Supervisor At Risk Leader Coaches	NJ PARCC & ACCESS Results	IES Institute of Education Services http://ies.edgov/ncee/wwc http://www.parcconline.org/accessibility-accommodations-and-fairness

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Extended Day Target Tutoring	Principal/Asst. Principal/Supervisor At Risk Leader Coaches	NJ PARCC & Access Results	Structuring Out of School Time to Improve Academic Achievement Teaching Elementary School Students to be Effective Writers June 2012 http://www.parcconline.org/accessibility-accommodations-and-

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					fairness
Math	Students with Disabilities	Extended Day Target Tutoring	Principal/Asst. Principal/Supervisor At Risk Leader Coaches	NJ PARCC & Access Results	Structuring Out –of –School Time to Improve Academic Achievement July 2009 http://www.parcconline.org/accessibility-accommodations-and-fairness
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Extended Day & Target Tutoring	Principal/Asst. Principal/Supervisor At Risk Leader Coaches	NJ PARCC & Access Results	Structuring Out –of –School Time to Improve Academic Achievement July 2009 http://www.parcconline.org/resources
Math	ELLs	Extended Day & Target Tutoring	Principal/Asst. Principal/Supervisor At Risk Leader Coaches	NJ PARCC & Access Results	Structuring Out –of –School Time to Improve Academic Achievement July 2009 http://www.parcconline.org/resources
ELA	Economically Disadvantaged	Extended Day & Target Tutoring	Principal/Asst. Principal/Supervisor At Risk Leader	NJ PARCC & Access Results	Structuring Out –of –School Time to Improve Academic Achievement July 2009

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Coaches		http://www.parcconline.org/resources
Math	Economically Disadvantaged	Extended Day & Target Tutoring	Principal/Asst. Principal/Supervisor At Risk Leader coaches	NJ PARCC & Access Results	Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi – Tier Intervention in the Primary Grades February 2009 http://www.parcconline.org/resources

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	PD based on Common Core PD 360 New Teacher Mentoring & Orientation Administrative Retreat Administrative	Principal/Asst. Principal/Supervisor At Risk Leader Coaches	NJ PARCC, Wida ACCESS, DORA and District Benchmark Results	Developing Academic Language in Secondary English Language Learners: What the Research says and doesn't say Education Northwest Magazine (Spring 2012)

		Mentoring Program Legal One State Network			
Math	Students with Disabilities	PD based on Common Core PD 360 New Teacher Mentoring & Orientation Administrative Retreat Administrative Mentoring Program Legal One State Network	Principal/Asst. Principal/Supervisor At Risk Leader Coaches	NJ PARCC, Wida ACCESS, DORA and District Benchmark Results	Developing Academic Language in Secondary English Language Learners: What the Research says and doesn't say Education Northwest Magazine (Spring 2012)
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	PD based on Common Core PD 360 New Teacher Mentoring & Orientation Administrative Retreat Administrative	Principal/Asst. Principal/Supervisor At Risk Leader Coaches	NJ PARCC, Wida ACCESS, DORA and District Benchmark Results	Developing Academic Language in Secondary English Language Learners: What the Research says and doesn't say Education Northwest Magazine(Spring 2012)

		Mentoring Program Legal One State Network			
Math	ELLs	PD based on Common Core PD 360 New Teacher Mentoring & Orientation Administrative Retreat Administrative Mentoring Program Legal One State Network	Principal/Asst. Principal/Supervisor At Risk Leader Coaches	NJ PARCC, Wida ACCESS, DORA and District Benchmark Results	Developing Academic Language in Secondary English Language Learners: What the Research says and doesn't say Education Northwest Magazine (Spring 2012)
ELA	Economically Disadvantaged	PD based on Common Core PD 360 New Teacher Mentoring & Orientation Administrative Retreat Administrative Mentoring Program Legal One State Network	Principal/Asst. Principal/Supervisor At Risk Leader Coaches	NJ PARCC, Wida ACCESS, DORA and District Benchmark Results	Developing Academic Language in Secondary English Language Learners: What the Research says and doesn't say Education Northwest Magazine(Spring 2012)
Math	Economically Disadvantaged	PD based on Common Core PD 360	Principal/Asst. Principal/Supervisor At Risk Leader Coaches	NJ PARCC, Wida ACCESS, DORA and District Benchmark Results	Developing Academic Language in Secondary English Language Learners: What the Research

		New Teacher Mentoring & Orientation			says and doesn't say
		Administrative Retreat			Education Northwest Magazine (Spring 2012)
		Administrative Mentoring Program			
		Legal One			
		State Network			

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? **Internally will be the school's administrative team as well as the Superintendent's in school SWAT visits. .**

02.What barriers or challenges does the school anticipate during the implementation process? During the implementation process the school anticipates teacher absences, substitutes that are properly trained for tested grades.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2   How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? **Each member was required to attend School Improvement Panel Meetings monthly where input was given on the needs of the school and the implementation of the program.**

3   What measurement tool(s) will the school use to gauge the perceptions of the staff? The measurement tool used were

4   What measurement tool(s) will the school use to gauge the perceptions of the community?

5   How will the school structure interventions**? Intervention was structured on a small group basis according to data collected from NJ PARCC, District Assessment results as well as data from DORA testing. Students participating in the SES program also received a baseline assessment at the beginning of the program as well as another assessment halfway through the program.**

6   How frequently will students receive instructional interventions? **Interventions occurred on a daily basis with various teachers depending on the greatest need.**

7   What resources/technologies will the school use to support the schoolwide program ? **To ensure continuous improvement of students in the school wide program, we have implemented various forms of technology throughout the school. As a result of each teacher receiving a personal laptop, additional media carts were distributed throughout various grade levels. In addition to that Smart boards were also placed in targeted grades as well as throughout all classrooms.**

8   What quantitative data will the school use to measure the effectiveness of each intervention provided? How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? **We used the results from PARCC and DORA assessments to evaluate the data and see which students need to be the extended or target tutoring.**

Provide a separate response for each question.

ESEA §1114 (b)(1)(F) *Strategies to increase parental involvement in accordance with §1118, such as family literacy services*

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Back to School Night & Parent's Night; Parent Breakfast/Workshop; Parent Liaison; PTO; E-DAP (Education During a Pandemic) Parent Field Trip/Enrichment NJ PAC	Principal, Parent Liaison, PTO Executive Board	Nine Parent /Guardian Breakfast/Workshops will be conducted in 2015-2015 SY Four PTO meetings will be held during the 2015-2016 SY A Parent/Guardian will attend at least 75% of the NCLB/SLC Committee Enrichment activities are planned, field trips to museums, science centers, aquariums, farms, zoos and festive celebrations inviting all school parents	"Parent and family Involvement Education" (Indicator-30-2009) "Parents' Reports of School Practices to Involve families"
Math	Students with Disabilities	Back to School Night & Parent's Night; Parent Breakfast/Workshop; Parent Liaison; PTO; E-DAP (Education During a Pandemic) Parent Field Trip/Enrichment NJ PAC	Principal, Parent Lisison, PTO Executive Board	Nine Parent /Guardian Breakfast/Workshops will be conducted in 2015-2015 SY Four PTO meetings will be held during the 2015-2016 SY A Parent/Guardian will	"Parent and family Involvement Education" (Indicator-30-2009) "Parents' Reports of School Practices to Involve families"

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				attend at least 75% of the NCLB/SLC Committee Enrichment activities are planned, field trips to museums, science centers, aquariums, farms, zoos and festive celebrations inviting all school parents	
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless		N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Back to School Night & Parent's Night; Parent Breakfast/Workshop; Parent Liaison; PTO; E-DAP (Education During a Pandemic) Parent Field Trip/Enrichment NJ PAC	Principal, Parent Liaison, PTO Executive Board	Nine Parent /Guardian Breakfast/Workshops will be conducted in 2015-2015 SY Four PTO meetings will be held during the 2015-2016 SY A Parent/Guardian will attend at least 75% of the NCLB/SLC Committee Enrichment activities are planned, field trips to museums, science centers, aquariums, farms, zoos and festive celebrations	"Parent and family Involvement Education" (Indicator-30-2009) "Parents' Reports of School Practices to Involve families"

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				inviting all school parents	
Math	ELLs	Back to School Night & Parent's Night; Parent Breakfast/Workshop; Parent Liaison; PTO; E-DAP (Education During a Pandemic) Parent Field Trip/Enrichment NJ PAC	Principal, Parent Liaison, PTO Executive Board	Nine Parent /Guardian Breakfast/Workshops will be conducted in 2015-2015 SY Four PTO meetings will be held during the 2015-2016 SY A Parent/Guardian will attend at least 75% of the NCLB/SLC Committee Enrichment activities are planned, field trips to museums, science centers, aquariums, farms, zoos and festive celebrations inviting all school parents	"Parent and family Involvement Education" (Indicator-30-2009) "Parents' Reports of School Practices to Involve families"
ELA	Economically Disadvantaged	Back to School Night & Parent's Night; Parent Breakfast/Workshop; Parent Liaison; PTO; E-DAP (Education During a Pandemic) Parent Field Trip/Enrichment NJ PAC	Principal, Parent Liaison, PTO Executive Board	Nine Parent /Guardian Breakfast/Workshops will be conducted in 2015-2015 SY Four PTO meetings will be held during the 2015-2016 SY A Parent/Guardian will attend at least 75% of the NCLB/SLC Committee Enrichment activities are planned, field trips to museums, science centers,	"Parent and family Involvement Education" (Indicator-30-2009) "Parents' Reports of School Practices to Involve families"

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				aquariums, farms, zoos and festive celebrations inviting all school parents	
Math	Economically Disadvantaged	Back to School Night & Parent's Night; Parent Breakfast/Workshop; Parent Liaison; PTO; E-DAP (Education During a Pandemic) Parent Field Trip/Enrichment NJ PAC	Principal, Parent Liaison, PTO Executive Board	Nine Parent /Guardian Breakfast/Workshops will be conducted in 2015-2015 SY Four PTO meetings will be held during the 2015-2016 SY A Parent/Guardian will attend at least 75% of the NCLB/SLC Committee Enrichment activities are planned, field trips to museums, science centers, aquariums, farms, zoos and festive celebrations inviting all school parents	"Parent and family Involvement Education" (Indicator-30-2009) "Parents' Reports of School Practices to Involve families"

Use an asterisk to denote new programs.

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? **According to recent research provided by the National Coalition for Parent Involvement in Education (NCPIE) which includes" A New Wave of Evidence: the Impact of School, Family and Community Connections on Student Achievement, " parent involvement is associated with student achievement. Therefore, there is a connection between parental involvement and the identified problems.**

2. How will the school engage parents in the development of the written parent involvement policy? **This is a district wide initiative. It is available on line. Components of the Unified Plan are discussed with parents during "Back to School Night".**

3. How will the school distribute its written parent involvement policy? **The policy is available for the community on the district's website for parent access.**

4. How will the school engage parents in the development of the school-parent compact? **The school parent compact is developed at the district level and reviewed by the parents.**

5. How will the school ensure that parents receive and review the school-parent compact? **Parents receive the school-parent compact at Central Registration when they enroll their child in the district. Parents are asked to read and review the compact and sign it. The signed compact is placed in student's cumulative folder. Also, on " Back to School Night" the compact is reviewed with child's teacher.**

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

6. How will the school report its student achievement data to families and the community? **Student achievement data is reported to the public in various ways. The Annual School Report Card is sent home with the latest statistics on the school's overall performance, standardized assessment" home reports, Board Notes," a school district community newsletter in English and in Spanish, Principal's Address to Back to School Night and the Website.**

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? **Parents/guardians are informed about the school improvement status during " Back to School Night " and at parent /guardian breakfast/workshop. NCLB letters are printed and published in the newspaper.**

8. How will the school inform families and the community of the school's disaggregated assessment results? **Parents/guardians are invited to share their thoughts and ideas at School Leadership Council/NCLB Committee and PTO meetings. Their input has helped to develop the school wide plan. The parent liaison also is a member of the School Leadership Council/NCLB Committee and has provided input into the development of the school wide plan.**

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? ? **Parents/guardians are invited to share their thoughts and ideas at School Leadership Council/NCLB Committee and PTO meetings.**

10. How will the school inform families about the academic achievement of their child/children? **Parents are informed of student assessment results during parent-teacher conferences, standardized assessment " home " reports, and quarterly interim reports, and report cards.**

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

11. On what specific strategies will the school use its 2015-2016 parent involvement funds? **The PI funds will continue to be used to support all elements of the parent/guardian program in accordance with Title III regulations, which include fees for professional presenters, brochures, materials, equipment, and supplies.**

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	- New Teacher Orientation - Required to ensure all new staff understands state and district program requirements, mandates, policies and procedures. Ongoing professional development and support for teachers, which is aligned to the NJ Core Curriculum standards and the NJ Professional Standard for Teacher - New Teacher Mentorship Program - Required to ensure all new staff understands state and district program requirements, mandates, policies and procedures. The criteria are designed to ensure that all educators are designated as highly qualified and are effective teachers. Ongoing professional development and support for teachers, which is aligned to the NJ Core Curriculum standards and the NJ Professional Standard for Teacher, as well as continuous school improvement and high student achievement. - Professional Development District & School- Ongoing professional development to build capacity in effective educational pedagogy aligned to the NJ Core Curriculum Content Standards, The Professional Standard for Teacher, and focused on academic rigor and student achievement. - Hiring, Retaining, Recruiting - Function of Human Resources. All

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

	Number & Percent	Description of Strategy to Retain HQ Staff
		recruiting is conducted by the district's human resource department through various means such as colleges recruiting, newspaper advertisements, the district web site, personal and professional recommendations are all methods used to recruit highly qualified staff. Incentives for retention of HQT are secure through college credits, professional development hours, tuition reimbursements, and stipends
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	100%	District and school workshops addressing targeted needs of paraprofessionals
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
If needed, the following strategies will be used to attract highly qualified teachers to work in a high poverty school: 1. monetary incentive 2. Teacher mentoring/induction program 3. Ongoing content-based professional development would be continuously available for all teachers and principals.	Principal